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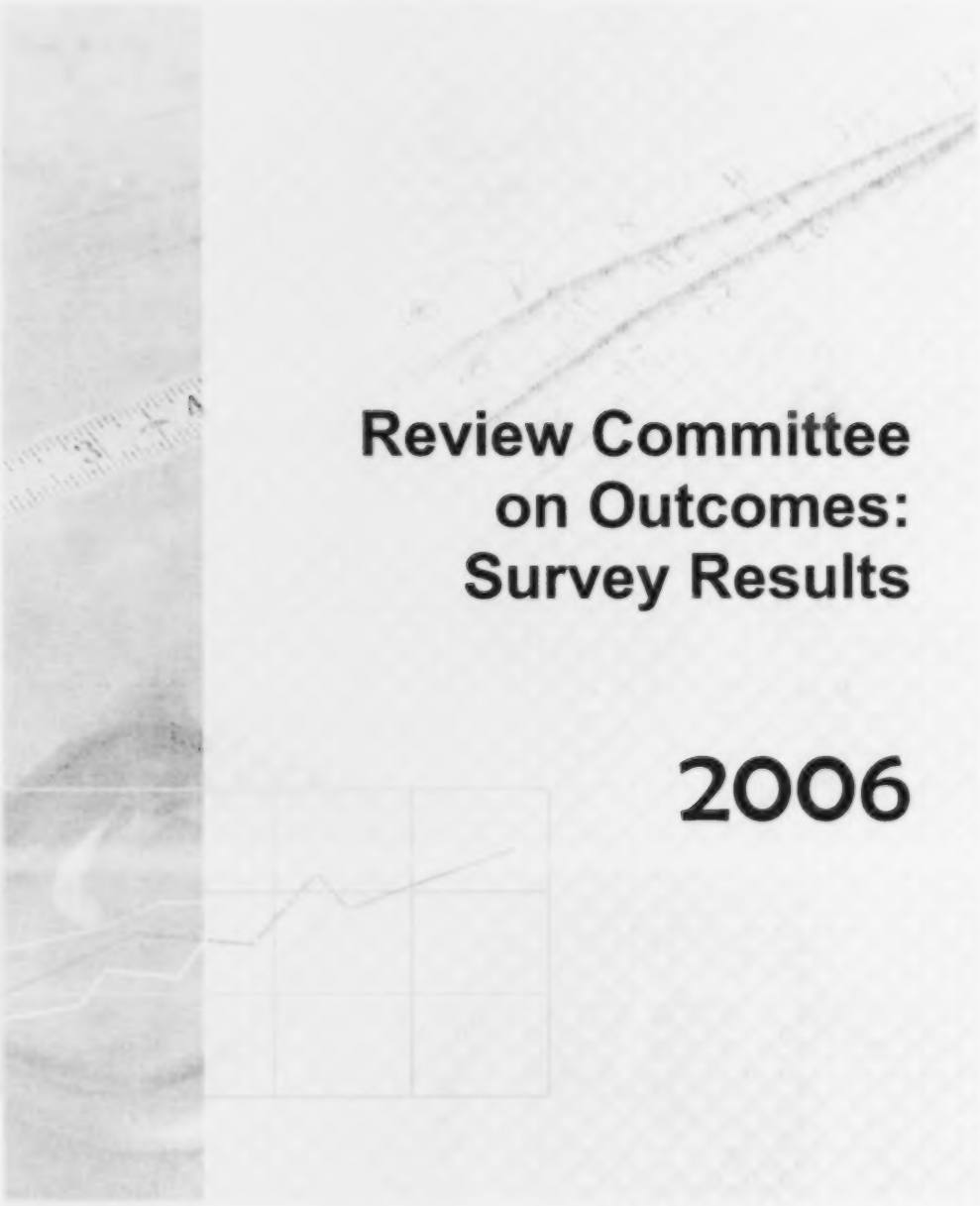

Review Committee on Outcomes: Survey Results

2006

Alberta EDUCATION

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Contents

Review Committee on Outcomes: Survey Results 1

Introduction 1

Executive Summary 3

Highlights 3

Opportunities for Improvement 4

Student Learning 5

Opportunity to Learn 12

Involvement 18

Teaching and Profession of Teaching 23

Leadership and Governance 28

Facilities 35

Appendix 38

Review Committee on Outcomes: Survey Results

Introduction

In the spring of 2000, Alberta Education (previously Alberta Learning) appointed the Review Committee on Outcomes (RCO) to consult with Albertans to find out what they expected from the K-12 education system and how these expectations are being met. The committee consisted of stakeholder representatives from the Alberta Home and School Councils' Association, Alberta School Boards' Association, College of Alberta School Superintendents, Association of School Board Officials of Alberta, Alberta Teachers' Association, Public Colleges and Technical Institutions of Alberta, Universities Coordinating Council, and Chamber of Commerce, as well as a parent and a member at large.

This committee worked for more than a year to develop outcomes for the education system by gathering public input on key results for number of areas such as student learning, quality teaching, leadership and governance. In its second year, the committee and its performance measurement sub-committee focused their attention on developing a set of indicators and measures to help determine whether outcomes are being achieved.

Overall, more than 1400 Albertans provided feedback on both the outcomes and measures during the consultation process of RCO. A total of 39 outcomes were established with 80 measures to form a framework that help to establish educational policies and priorities at the system, jurisdictional and school levels. Mostly, these measures were based on views of parents, teachers, students, boards and employers as well as the public. These measures will provide a basis for monitoring system performance and bringing about continuous improvement over time.

This report presents the main findings of the 2006 Satisfaction with Education in Alberta Surveys (which are telephone surveys of the public, teachers, school board members, senior high school students and parents of kindergarten to Grade 12 students) that related to 28 RCO outcomes and 34 survey measures for the kindergarten to Grade 12 education system. These satisfaction surveys are conducted annually by Alberta Education to obtain perceptions on how the education system is performing in meeting learners' and society's needs and expectations. 2004 was the first year that questions based on the RCO measures were included in the surveys. Similarly, 2004 was the first year that school board members and teachers were surveyed. The analysis of the results in this report is based on a rolled-up summary percentage for all questions in the measure for each respondent group. For each measure, overall results are calculated based on average of rolled-up summary

percentages for the related respondent groups. A historical perspective of results is provided, where possible, through comparison of 2006 results with those obtained in 2004 and 2005.

In the survey, some respondent groups were excluded from certain questions, (although they were initially included as respondents when the RCO measures were developed), because those questions were considered to require a significant amount of background knowledge not normally available to those groups. The 2006 satisfaction surveys were conducted from January 12 to February 21, 2006.

Executive Summary

This report presents an analysis of the survey results for measures based on the work of the Review Committee on Outcomes. The survey questions were included in the 2006 Satisfaction with Education in Alberta Surveys of the public, teachers, school board members, senior high school students and parents of kindergarten to Grade 12 students. Highlights of the results and opportunities for improvement are given below.

Highlights

- The vast majority (95%) of students, parents, teachers, board members and the public agreed that teachers have specialized knowledge and skills, apply knowledge and skills using reasoned judgment and that they provide a service to society. Agreement ranged from 93% for parents and public to 98% for teachers.
- The vast majority (92%) of teachers, parents, students and board members agreed that students are safe, are treated fairly and are learning the importance of caring and respect for others in school. Agreement ranged from 88% for parents to 95% for board members.
- The vast majority (90%) of students, parents, teachers and board members were satisfied that teachers help students achieve learning expectations and high standards. Agreement ranged from 82% for parents to 95% for teachers.
- A majority (88%) of parents, teachers and board members agreed that Alberta Education, school boards and schools use the results of student, teacher, program, school and school system evaluation to improve student learning. Agreement ranged from 84% for parents to 91% for board members.
- A majority (88%) of parents, students and teachers agreed that there is mutual respect and trust between teachers and students. Agreement ranged from 85% for students and parents to 94% for teachers.
- A majority (87%) of teachers, parents, students and board members satisfied that the student learning resources (such as text books, audio and video materials) that are available at schools meet student needs. Agreement ranged from 81% for teachers to 94% for students.
- A majority (86%) of parents agreed that school councils are fulfilling their advisory role.
- A large proportion (85%) of students, parents, teachers, board members and public respondents reported that they were satisfied with the overall quality of education in Alberta. Respondents' satisfaction with the overall quality of education in Alberta varied widely from 69% for the public respondents to 91% for students and teachers.
- A large proportion (85%) of high school students, parents, teachers, board members and public respondents agreed that students model the characteristics of active citizenship. Respondents' agreement ranged from 78% for students to 92% for board members.
- A large proportion (85%) of students, parents, teachers and the public were

satisfied that school facilities meet the physical needs of students, staff and the community. Among the respondent groups, students (92%) expressed the highest level of satisfaction and teachers (71%) expressed the least satisfaction.

- A large proportion (85%) of teachers, parents and board members were satisfied with parental involvement in decisions about their child's education. Respondents' satisfaction level varied from 76% for parents to 89% for board members.

Opportunities for Improvement

- About half (49%) of teachers, parents, board members and public respondents were satisfied that their input is considered, respected and valued by the province. The respondents' level of satisfaction ranged from 36% for teachers to 72% for the board members.
- Nearly six in ten (57%) teachers and board members were satisfied that school facilities, space and equipment meet the program delivery needs of staff.
- About six in ten (62%) parents, teachers, board members and the public were satisfied that the learning system is highly accountable and communicates effectively with the public. Among the respondents, board members had the highest (74%) level of satisfaction and public had the lowest (57%) level of satisfaction.
- About six in ten (62%) teachers, parents, board members and public respondents were satisfied that their input is considered, respected and valued by their school board. The respondents' level of satisfaction ranged from 46% for the public to 94% for the board.

Student Learning

RCO OUTCOME A.1a:

Students receive a broad program of studies including: a solid grounding in language arts, mathematics, science and social studies.

Measure A.1a.1: *Percentage of teacher, parent, public, student and board satisfaction that students are receiving a solid grounding in language arts, mathematics, science and social studies.*

Overall Results: Overall, 84% of high school students, parents, teachers, board members and public were satisfied that students were receiving a solid grounding in language arts, mathematics, science and social studies. Respondents' overall satisfaction that students are receiving a solid grounding in these core subjects is consistent with the previous survey periods *(see Chart 1).*

Chart 1
Overall Satisfaction that Students are Receiving a Solid Grounding in Core Subjects

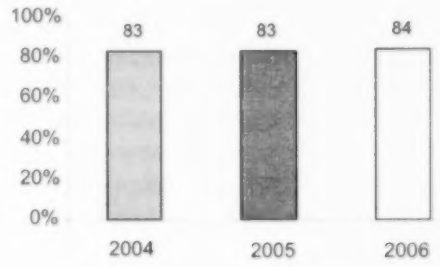
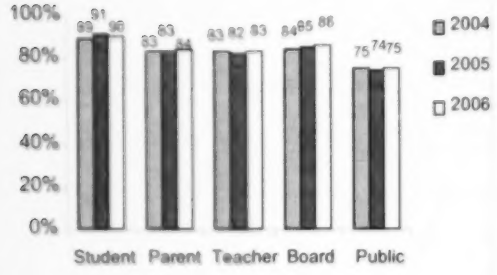


Chart 2
Satisfaction that Students are Receiving a Solid Grounding in Core Subjects – By Respondent Group



Over 80% of high school students, parents, teachers and board members were satisfied that students are receiving a solid grounding in language arts, mathematics, science and social studies. Relatively fewer (75%) public respondents were satisfied that students are receiving a solid grounding in language arts, mathematics, science and social studies. Respondents' satisfaction that students are receiving a solid grounding in these core subjects is similar to the previous survey periods *(see Chart 2).*

RCO OUTCOME A.1b:

Students receive a broad program of studies including: instruction in the fine arts, career, technology, health, physical education and where appropriate, religious education.

Measure A.1b.1: *Percentage of teacher, parent, student and board satisfaction with the opportunity for students to receive a broad program of studies including fine arts, career, technology, health, physical education and, where appropriate, religious education.*

Overall Results: Overall, 79% of high school students, parents, teachers, and board members were satisfied with the opportunity for students to receive a broad program of studies including the fine arts, career, technology, health, physical education and, where appropriate, religious education. Respondents' overall rating on the opportunity for students to receive a broad program of studies at school has not changed significantly since the previous survey periods *(see Chart 3)*.

Chart 3
Overall Satisfaction with the Opportunity for Students to Receive a Broad Program of Studies

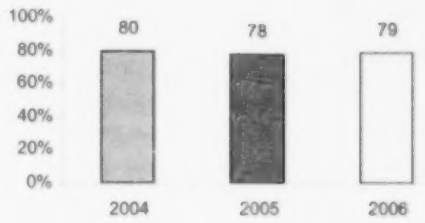
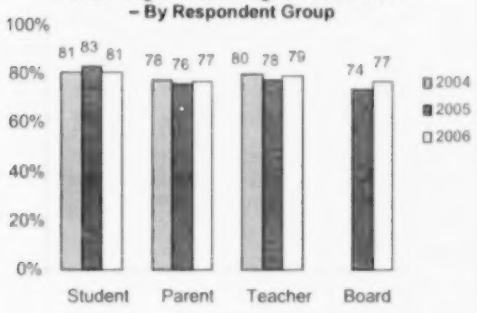


Chart 4
Satisfaction with the Opportunity for Students in Receiving a Broad Program of Studies – By Respondent Group



Looking at each respondent group individually, 81% of high school students, 77% of parents, 79% of teachers and 77% of board members were satisfied with the availability of a variety of subjects and the opportunity for students to learn about music, drama, art, computers, health and another language in schools *(see Chart 4)*. Satisfaction with the variety of subjects available to students and opportunity for them to learn these subjects at school has not changed significantly since the previous survey periods. In 2004, board members were not included in this survey measure.

RCO OUTCOME A.4:

The learning system contributes to the student's intellectual, social, physical, emotional, and spiritual development.

Measure A.4.2: *Percentage of teacher, parent, public, student and board satisfaction that the learning system is contributing to the student's intellectual, social, physical, emotional and spiritual development.*

Overall Results: Overall, 70% of parent, teacher, board and public respondents were satisfied with the contribution of the learning system to the development of students' intellectual, social, physical emotional and spiritual skills. The overall level of respondent satisfaction is consistent with the results of the previous surveys *(see Chart 5).*

Chart 5
Overall Satisfaction that the Learning System is Contributing to Students' Development of Skills and Abilities

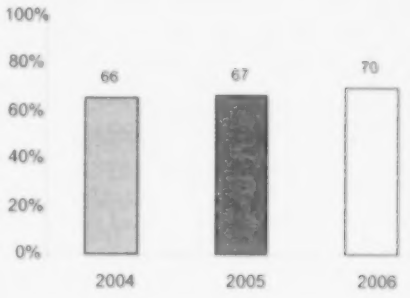
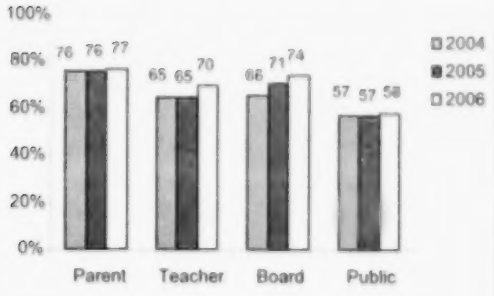


Chart 6
Satisfaction that the Learning System is Contributing to Students' Development of Skills and Abilities – By Respondent Group



Over 70% of parents and board members were satisfied that the learning system is contributing to the student's intellectual, social, physical, emotional and spiritual development. However, teachers and the public were less satisfied (58-70%) with the contribution of the learning system to the development of student's intellectual, social, physical, emotional, and spiritual skills and abilities. In this measure, board members' satisfaction level has increased by 8% compared to 2004 survey result. Students were not included in this survey measure *(see Chart 6).*

Measure A4.3: *Percentage of teacher, parent, public, student and board satisfaction with the overall quality of education in Alberta.*

Overall Results: Overall, a large majority (85%) of students, parents, teachers, board members and the public reported that they were satisfied with the overall quality of education in Alberta. Respondent satisfaction with the quality of education has remained stable since the previous survey periods *(see Chart 7)*.

Chart 7
Overall Satisfaction with Quality of Education

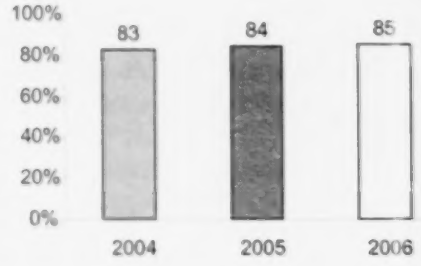
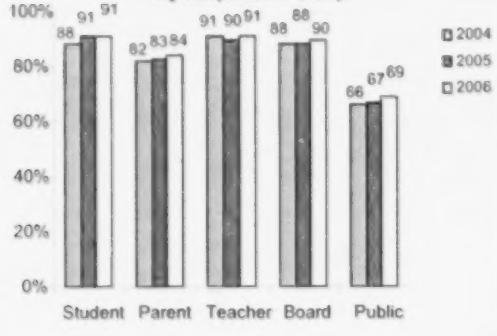


Chart 8
Satisfaction with Quality of Education – By Respondent Group



Broken down by respondent group, 91% of high school students, 84% of parents, 91% of teachers and 90% of board members were satisfied with the overall quality of education in the province. However, relatively fewer (69%) public reported that they are satisfied with the overall quality of education in the province. Respondents' satisfaction with the quality of education has been consistent since 2004 *(see Chart 8)*.

RCO OUTCOME A.6:

Students demonstrate active citizenship.

Measure A.6.1: *Percentage of teacher, parent, public, student and board satisfaction that students model the characteristics of active citizenship.*

Overall Results: Overall, 85% of high school students, parents, teachers, board members agreed that students model the characteristics of active citizenship. Respondent agreement that students model the characteristics of active citizenship is similar to previous survey periods *(see Chart 9).*

Chart 9
Overall Satisfaction that Students' Model the Characteristics of Active Citizenship

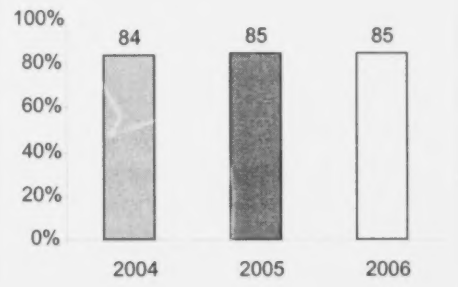
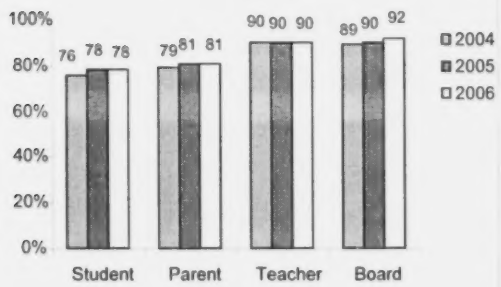


Chart 10
Satisfaction that Students' Model the Characteristics of Active Citizenship – By Respondent Group



In general, relatively high percentages (90 -92%) of teachers and board members agreed that students model the characteristics of active citizenship, as compared to 81% of parents and 78% of students. No significant differences were observed over time. Public was not included in this survey measure *(see Chart 10).*

RCO OUTCOME A.7:

Students demonstrate the skills and attitudes for life-long learning.

Measure A.7.1: *Percentage of teacher, parent, public, employer and post-secondary instructor satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for life-long learning.*

Overall Results: Overall, 69% of parents, teachers and public respondents agreed that high school graduates demonstrate the knowledge, skills and attitudes necessary for life-long learning. Respondents' agreement in this measure is consistent with the previous survey periods *(see Chart 11).*

Chart 11
Overall Satisfaction that High School Graduates Demonstrate the Knowledge, Skills and Attitudes Necessary for Lifelong Learning

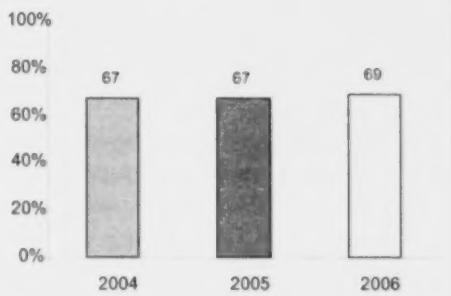
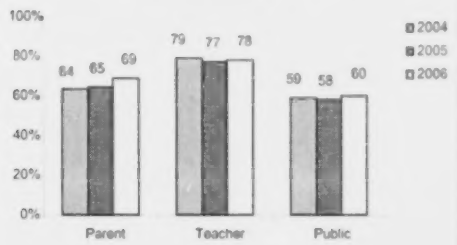


Chart 12
Satisfaction that High School Graduates Demonstrate the Knowledge, Skills and Attitudes Necessary for Lifelong Learning – By Respondent Group



In general, 78% of teachers agreed that high school graduates demonstrate the knowledge, skills and attitudes necessary for life-long learning. However, 69% of parents and 60% of public respondents agreed that high school graduates demonstrate the necessary attributes for life-long learning. There were no significant differences in respondents' agreements for this measure over the survey periods *(see Chart 12).*

RCO OUTCOME A.8:

Students demonstrate preparedness for work.

Measure A.8.2: *Percentage of teacher, parent and board agreement that students have attitudes that make them successful in the world of work*

Overall Results: For this measure, teachers, parents, boards and the public were asked to rate their agreement on attitudes and behaviours taught to the students to be successful at work. Overall, 72% of teachers, parents, board members and public agreed that high school students have attitudes that make them successful in the world of work. Respondents' agreement on this measure has been stable over the past three years *(see Chart 13).*

Chart 13
Overall Agreement that Students have Attitudes to be Successful in the World of Work

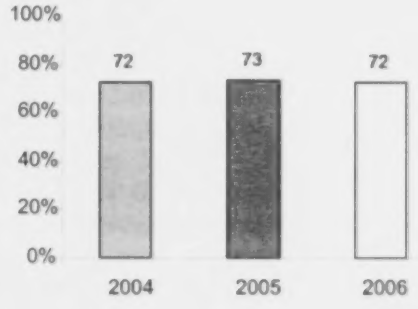
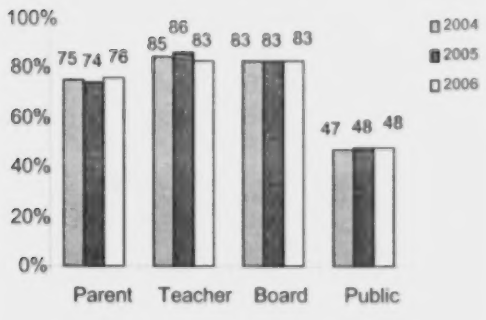


Chart 14
Agreement that Students have Attitudes to be Successful in the World of Work – By Respondent Group



In general, 83% of teachers and board members and 76% of parents were satisfied that students are taught attitudes and behaviours to be successful at work. However, relatively fewer public respondents (48%) agreed that students are taught attitudes and behaviours to be successful at work. No significant differences were observed over time *(see Chart 14).*

Opportunity to Learn

RCO OUTCOME B.1:

Each student comes to school ready to learn.

Measure B.1: *Percentage of teacher, parent, student and board agreement that students arrive at school ready to learn.*

Overall Results: Overall, 84% of teachers, parents and board members agreed that students arrive at school ready to learn. Respondents' agreement on this measure has been stable over the last three years *(see Chart 15).*

Chart 15
Overall Agreement that Students Arrive at School Ready to Learn

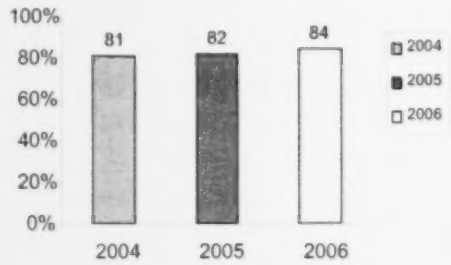
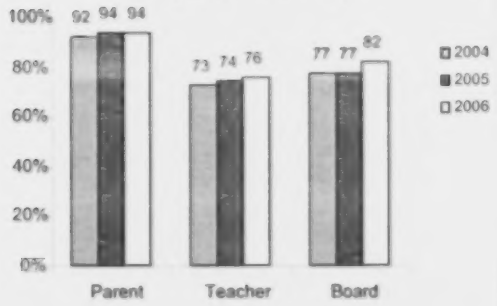


Chart 16
Agreement that Students Arrive at School Ready to Learn – By Respondent Group



Almost all parents (94%) agreed that students arrive at school ready to learn. However, relatively fewer board members (82%) and teachers (76%) agreed that students arrive at school ready to learn. No significant differences in agreement levels were observed over time *(see Chart 16).*

RCO OUTCOME B.2:

Students are provided assistance and support to ensure equitable opportunity to learn.

Measure B.2.1: *Percentage of teacher, parent, student and board satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.*

Overall Results: Overall, 77% of teachers, parents, students and board members were satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community *(see Chart 17)*. Several new questions were added to the overall roll-up for this measure since 2005 survey, which may have had an impact on results.

Chart 17
Overall Satisfaction with the Accessibility, Effectiveness and Efficiency of Programs and Services

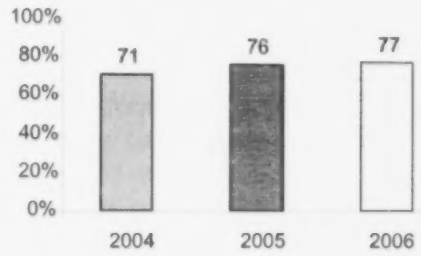
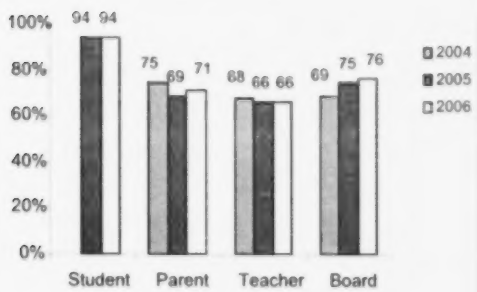


Chart 18
Satisfaction with the Accessibility, Effectiveness and Efficiency of Programs and Services – By Respondent Group



Almost all students (94%) were satisfied that they are provided with the programs and services they need to learn at school. However, relatively fewer board members (76%), parents (71%) and teachers (66%) were satisfied that students are provided with the efficient and effective programs and services they need to learn at school. No significant differences in respondents' satisfaction levels were observed over time *(see Chart 18)*. It should be noted that students were not asked the set of questions for this measure in 2004.

RCO OUTCOME B.3:

Children at risk have their needs addressed through effective coordinated programs and supports.

Measure B.3.1: *The percentage of teacher, parent, student and board agreement that programs for children at risk are easy to access and timely.*

Overall Results: Overall, 82% of teachers, parents, students and board members agreed that programs for children at risk are easy to access and timely. Overall agreement on programs for children at risk is similar to that observed in previous survey periods *(see Chart 19).*

Chart 19
Overall Agreement that Programs for Children at Risk are Easy to Access and Timely

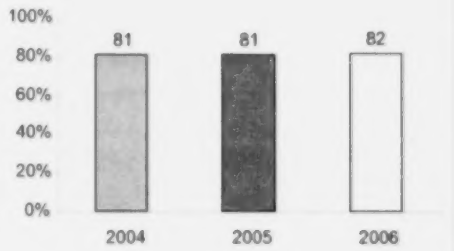
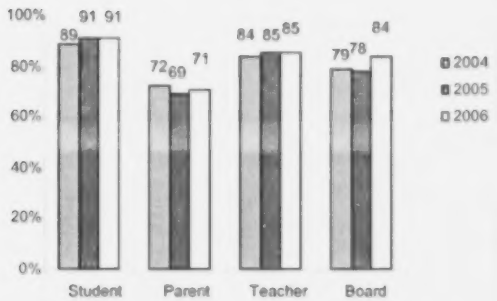


Chart 20
Agreement that Programs for Children at Risk are Easy to Access and Timely – By Respondent Group



A large majority of students (91%), teachers (85%) and board members (84%) agreed that programs for children at risk are easy to access and timely. However, relatively fewer parents (71%) agreed that programs for children at risk are easy to access and timely. Respondents' agreement levels are similar to previous survey periods *(see Chart 20).*

RCO OUTCOME B.4:

A safe and caring school environment facilitates student learning in an atmosphere of trust, respect and inclusiveness.

Measure B.4: *Percentage of teacher, parent, student and board agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.*

Overall Results: Overall, 92% of teachers, parents, students and board members agreed that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly at school. Results for this measure are consistent with results from previous survey periods *(see Chart 21).*

Chart 21
Overall Agreement that Students are Safe, Treated Fairly and Are Learning the Importance of Caring and Respect

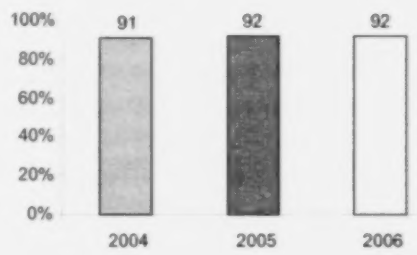
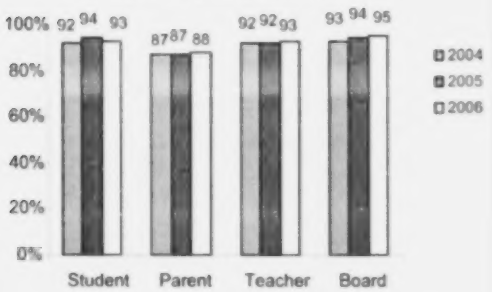


Chart 22
Agreement that Students are Safe, Treated Fairly and Are Learning the Importance of Caring and Respect – By Respondent Group



Over 90% of respondents in three of the respondent groups (students, teachers and board members) agreed that students are safe, treated fairly at school and are learning the importance of caring and respect for others. Fewer (88%) parents agreed that students are safe, treated fairly at school and are learning the importance of caring and respect for others. Respondents' agreement is similar to that of the previous survey periods *(see Chart 22).*

RCO OUTCOME B.5:

Appropriately-sized groups and settings allow teachers to meet the diverse, individual learning needs of students.

Measure B.5: *Percentage of teacher, parent, student and board satisfaction that the individual student is receiving the individual attention they require appropriate to their learning needs in their school.*

Overall Results: Overall, 77% of students, parents, teachers and board members were satisfied that each student receives the individual attention they require at school. The observed differences in the satisfaction level between survey periods are not large enough to rule out sampling variation *(see Chart 23).*

Chart 23
Overall Satisfaction that Students Receive the Individual Attention They Require

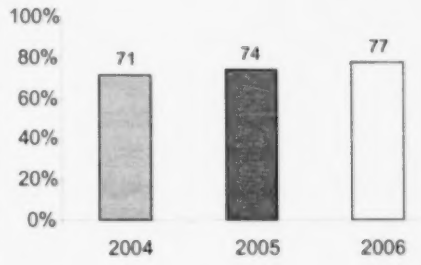
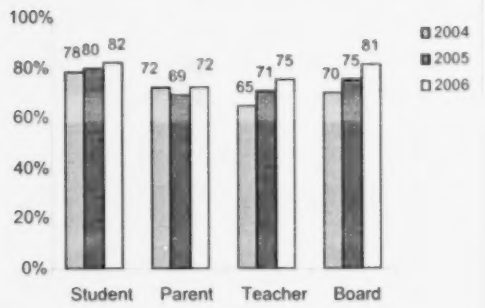


Chart 24
Satisfaction that Students Receive the Individual Attention They Require – By Respondent Group



In general, 82% of students, 81% of board members, 75% of teachers, and 72% of parents were satisfied that students receive the individual attention they need at school. Teachers and board members' agreement level has increased compared to 2004 result *(see Chart 24).*

RCO OUTCOME B.6:

Students utilize appropriate learning resources.

Measure B.6: *Percentage of teacher, parent, student and board satisfaction that the student learning resources are a) available, b) current, appropriate and support curriculum outcomes and c) meet the learning needs of students.*

Overall Results: Overall, 87% of teachers, parents, students and board members were satisfied that student learning resources (such as text books, audio and video materials) available at schools meet student needs. Respondents' overall agreement on this measure has been stable since 2004 *(see Chart 25).*

Chart 25
Overall Satisfaction that Learning Resources Meet the Needs of Students

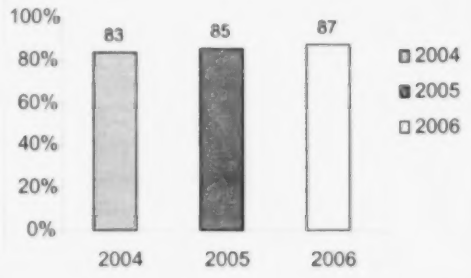
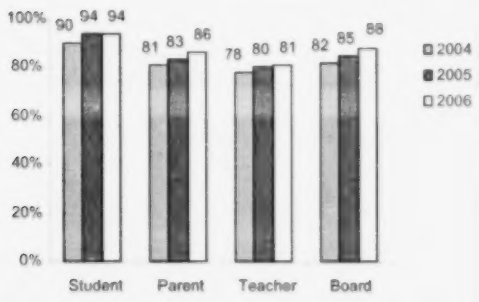


Chart 26
Satisfaction that Learning Resources Meet the Needs of Students – By Respondent Group



A majority of students, parents, teachers and board members were satisfied that student learning resources meet student needs. Respondents' satisfaction levels ranged from 81% to 94%. No significant differences in respondents' satisfaction levels were observed between the survey periods *(see Chart 26).*

Involvement

RCO OUTCOME C.1:

Parents are involved meaningfully in their children's education.

Measure C.1: *Percentage of teacher, parent, student and board satisfaction with parental involvement in decisions about their child's education.*

Overall Results: Overall, 85% of teachers, parents and board members were satisfied with parental involvement in decisions about their child's education. Respondents' overall satisfaction level is consistent with that of the previous survey periods *(see Chart 27).*

Chart 27
Overall Satisfaction with Parental Involvement in Decisions About Their Child's Education

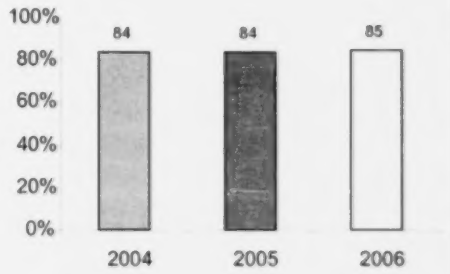
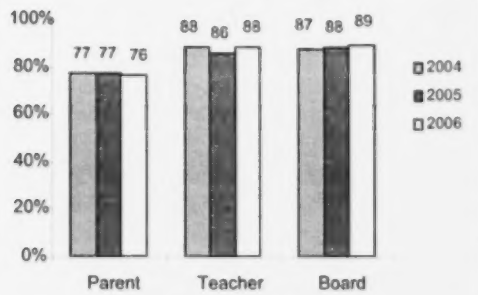


Chart 28
Satisfaction with Parental Involvement in Decisions About Their Child's Education – By Respondent Group



Over 85% of teachers and board members were satisfied with the parental involvement in decisions about their child's education. Relatively fewer parents (76%) were satisfied with their involvement in decisions about their child's education. Satisfaction levels were similar to that of the previous surveys *(see Chart 28).*

RCO OUTCOME C.2:

The voices of students, parents, staff and the community are heard, respected, and valued.

Measure C.2.1: *The percentage of parent, public, student and staff satisfaction that their input is considered, respected and valued by the board.*

Overall Results: Overall, 62% of teachers, parents, board members and the public were satisfied that their input is considered, respected and valued by the board. Respondents' satisfaction level in this measure has been stable since 2004 *(see Chart 29).*

Chart 29
Overall Satisfaction that Input is Considered, Respected and Valued by the Board

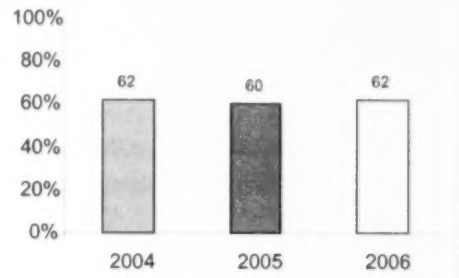
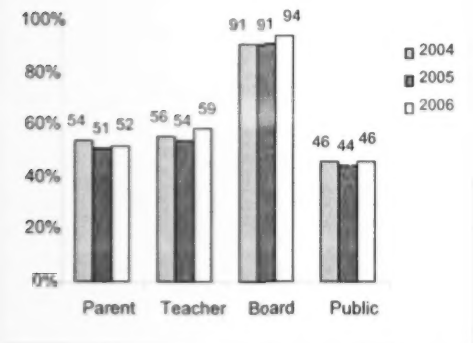


Chart 30
Satisfaction that Input is Considered, Respected, and Valued by the Board – By Respondent Group



Respondents' satisfaction that their input into the education of students is considered, respected and valued by the board varied widely. Almost all board members (94%) were satisfied that the school board considered the parent and guardian input into education of students. However, relatively fewer parents (52%), teachers (59%) and public respondents (46%) were satisfied that the board considered their input into the education of students. Respondents' satisfaction levels were similar to that of the previous survey periods *(see Chart 30).*

Measure C.2.2: *The percentage of parent, public, student, staff and board satisfaction that their input is considered, respected and valued by the province.*

Overall Results: Overall, 49% of teachers, parents, board members and the public were satisfied that their input is considered, respected and valued by the province. Respondents' satisfaction level in this measure has been stable since 2004 *(see Chart 31).*

Chart 31
Overall Satisfaction that Input is Considered, Respected, and Valued by the Province

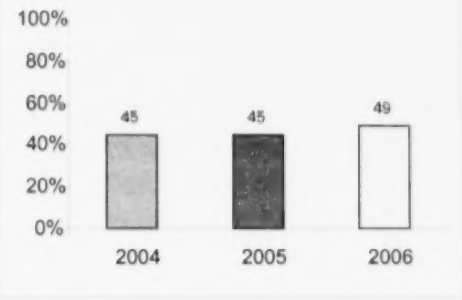
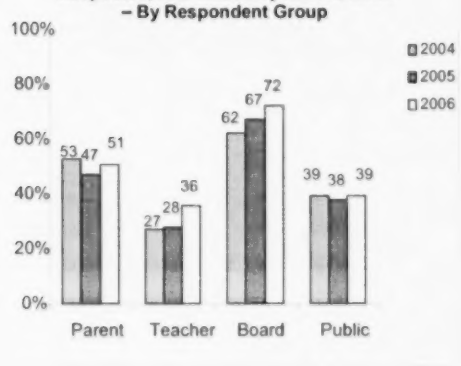


Chart 32
Satisfaction that Input is Considered, Respected, and Valued by the Province – By Respondent Group



Respondents' satisfaction that their input into the education of students is considered, respected and valued by the province varied widely. Overall, 72% of board members were satisfied that their input is considered by the province. However, significantly fewer (36%-51%) teachers, parents and public respondents were satisfied that their input is considered by the province. Teachers' satisfaction level has increased compared to previous survey periods whereas board members' satisfaction level has increased compared to the 2004 result *(see Chart 32).*

Measure C.2.3: *The percentage of parent, public, student, staff and board satisfaction that their input is considered, respected and valued by the school.*

Overall Results: Overall, 66% of students, teachers and the public respondents were satisfied that their input is considered, respected and valued by the school. Respondents' satisfaction level in this measure has been stable since 2004 *(see Chart 33).*

Chart 33
Overall Satisfaction that Input is Considered, Respected and Valued by the School

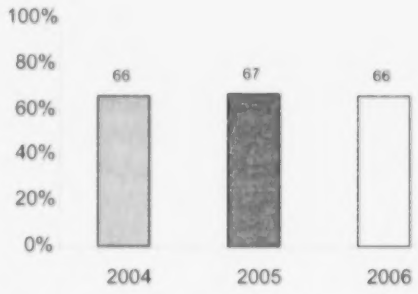
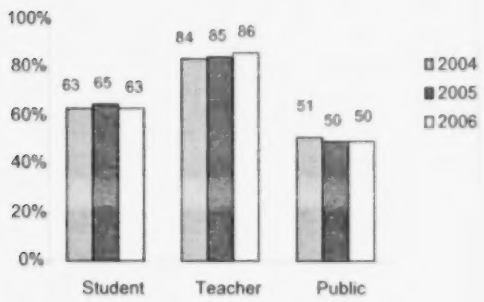


Chart 34
Satisfaction that Input is Considered, Respected and Valued by the School – By Respondent Group



Respondents' satisfaction varied widely in this measure. Overall, 86% of teachers were satisfied that their input is considered, respected and valued by the school. However, only 63% students and 50% of the public were satisfied that their input is considered, respected and valued by the school. Respondents' satisfaction levels were similar to that of the previous survey periods (see *Chart 34*).

RCO OUTCOME C.4:

Student councils fulfill their advisory role.

Measure C.4.1: *Percentage of teacher, parent (at large), board and council agreement that school councils are fulfilling their advisory role.*

Overall Results: Overall, 86% of parents agreed that school councils are fulfilling their advisory role. Parents' satisfaction level was consistent with the results of previous surveys *(see Chart 35)*. Only parents were part of this survey measure.

Chart 35
Overall Satisfaction that School Councils are Fulfilling Their Advisory Role

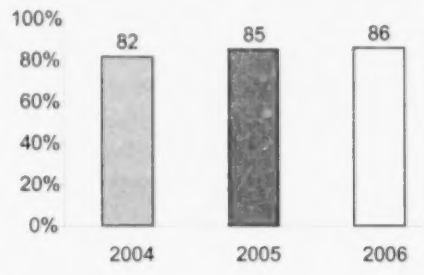
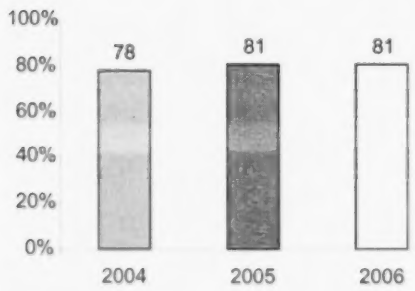


Chart 36
Overall Satisfaction That School Council Influences Decisions Made at School



Measure C.4.2: *Parent perception that school councils influence decisions made at their child's school.*

Overall Results: Overall, 81% of parents agreed that school councils influence decisions made at their child's school. Satisfaction levels have been stable since 2004 *(see Chart 36)*. Only parents were part of this survey measure.

Teaching and Profession of Teaching

RCO OUTCOME D.2:

A positive teacher-student relationship exists.

Measure D.2: *The percentage of parent, student and teacher agreement that there is mutual respect and trust between teachers and students.*

Overall Results: Overall, 88% of parents, students and teachers agreed that there is mutual respect and trust between teachers and students. Results were similar to previous surveys *(see Chart 37).*

Chart 37
Overall Agreement that there is Mutual Respect and Trust Between Teachers and Students

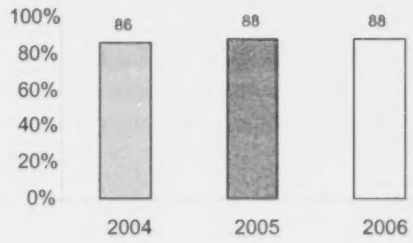
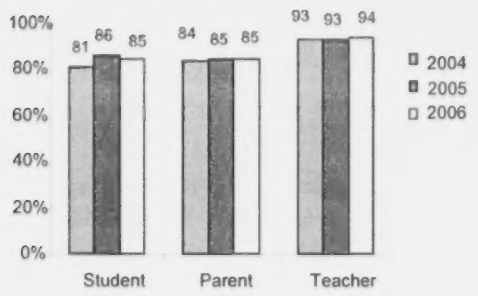


Chart 38
Agreement that there is Mutual Respect and Trust Between Teachers and Students – By Respondent Group



Almost all teachers (94%) agreed that there is mutual respect and trust between teachers and students. However, relatively fewer (85%) students and parents agreed that there is mutual respect and trust between teachers and students. Agreement levels were similar to previous surveys *(see Chart 38).*

RCO OUTCOME D.3:

Effective teaching and learning practices are fostered and valued.

Measure D.3.2: *Percentage of teacher, principal, parent, student and board satisfaction that teachers help students achieve learning expectations and high standards.*

Overall Results: Overall, 90% of students, parents, teachers and board members were satisfied that teachers help students achieve learning expectations and high standards. Overall satisfaction level is similar to previous surveys *(see Chart 39).*

Chart 39
Overall Satisfaction that Teachers Help Students Achieve Learning Expectations and High Standards

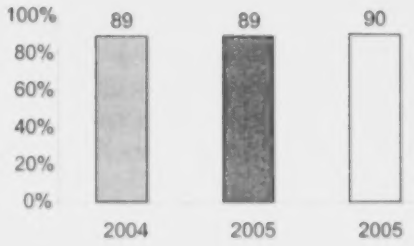
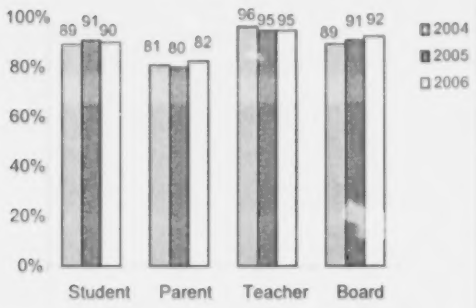


Chart 40
Satisfaction that Teachers Help Students Achieve Learning Expectations and High Standards – By Respondent Group



Almost all teachers (95%) agreed that teachers help students achieve learning expectations and high standards. Similarly, a large majority (82%-92%) of students, parents and board members agreed that teachers help students achieve learning expectations and high standards. Respondents' satisfaction levels have been stable since 2004 *(see Chart 40).*

RCO OUTCOME D.4:

High-quality, accessible teacher education programs and stringent teacher certification requirements exit.

Measure D.4.1: *Percentage of teacher, principal and board agreement that new Alberta B.Eds are well prepared to meet their responsibilities as teachers.*

Overall Results: Overall, 69% of teachers and board members agreed that recent graduates are well prepared to meet responsibilities as teachers. Respondents' overall agreement is similar to previous surveys (see *Chart 41*).

Chart 41
Overall Agreement that New Alberta B.Eds are Well Prepared to Meet their Responsibilities as Teachers

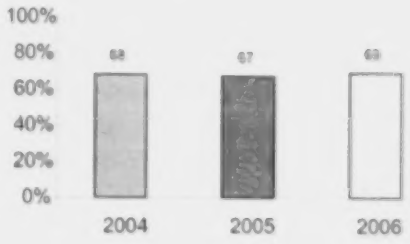
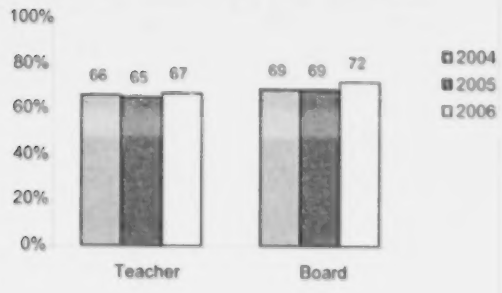


Chart 42
Agreement that New Alberta B.Eds are Well Prepared to Meet Their Responsibilities as Teachers – By Respondent Group



In general, 72% of board members and 67% of teachers agreed that recent Bachelor of Education graduates are well prepared to meet their responsibilities as teachers. Respondents' agreement levels have been stable since 2004 *(see Chart 42)*.

RCO OUTCOME D.5:

Teaching is recognized as a profession and teachers exercise their judgment and authority consistent with their professional rights and responsibilities.

Measure D.5: *Percentage of teacher, parent, public, student and board agreement that teaching is a profession requiring its members to: a) have specialized knowledge and skills, b) apply their specialized knowledge and skills using reasoned judgment, c) provide a service to society.*

Overall Results: Overall, 95% of students, parents, teachers, board members and public agreed that teachers have specialized knowledge and skills, apply knowledge and skills using reasoned judgment and that they provide a service to society. Respondents' agreement level in this measure is similar to previous surveys *(see Chart 43)*.

Chart 43
Overall Agreement About the Teaching Profession

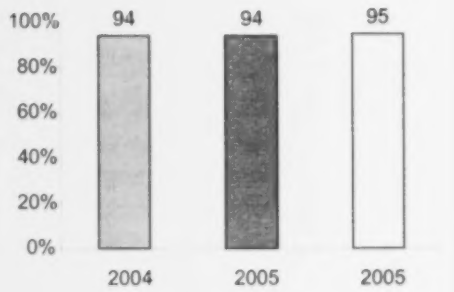
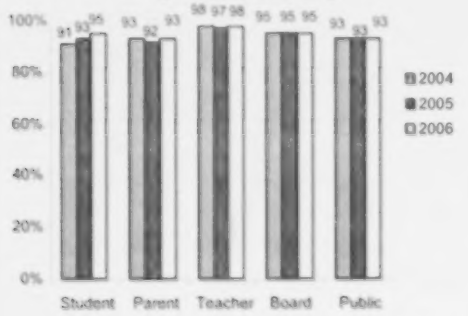


Chart 44
Agreement About the Teaching Profession – By Respondent Group



The vast majority of all respondent groups; students (95%), parents (93%), teachers (98%), board members (95%), and the public (93%), agreed that teachers are knowledgeable about the subjects they teach, have specialized knowledge and skills, apply their knowledge and skills using reasoned judgment and that they provide a very valuable service to society. Respondents' agreement levels have been stable since 2004 *(see Chart 44)*.

RCO OUTCOME D.6:

Ongoing professional growth is fostered through systematic professional development.

Measure D.6: *Percentage of teachers and boards reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.*

Overall Results: Overall, 81% of teachers and board members agreed that in-services received by teachers from the school authority have been focused, systematic and contributed significantly to their ongoing professional growth. Respondents' overall agreement has increased by 8% since the previous survey in 2004 *(see Chart 45).*

Chart 45
Overall Agreement on Professional Development

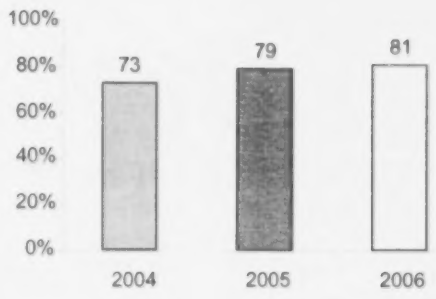
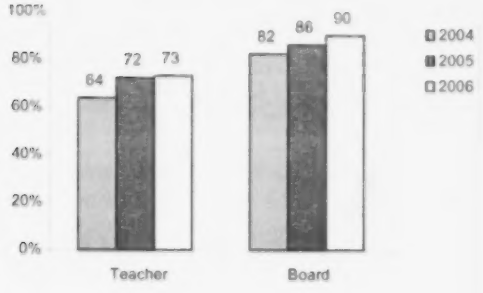


Chart 46
Agreement on Professional Development – By Respondent Group



In general, more board members (90%) than teachers (73%) agreed that in-services received by teachers from the school authority have addressed teachers' professional development needs and contributed to ongoing professional development. A comparison of results over time indicates that teachers' and board members' agreement levels have increased by (8%-9%) compared to 2004 results. However, this increase may be due to the inclusion of a new question in this measure since 2005 *(see Chart 46).* Consequently, these results should be interpreted with caution.

Leadership and Governance

RCO OUTCOME E.1:

The highest priority of the learning system is the success of each student.

Measure E.1.1: *Percentage of teacher, parent, public, student and board agreement that the highest priority of the learning system is the success of the student.*

Overall Results: Overall, 77% of parents, teachers, board members and public agreed that the highest priority of education system is the success of the student. Overall agreement results have been consistent since the 2004 survey *(see Chart 47).*

Chart 47
Overall Agreement that the Highest Priority of the Learning System is the Success of the Student

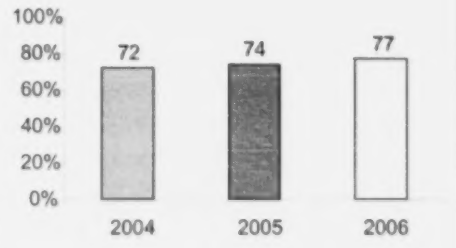
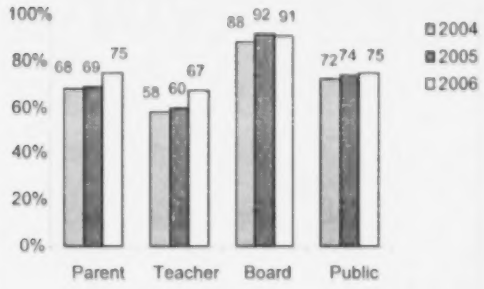


Chart 48
Agreement that the Highest Priority of the Learning System is the Success of the Student – By Respondent Group



The vast majority (91%) of board members agreed that the highest priority of the Alberta's education is the success of the student. However, there was a large degree of variation between respondent group's perceptions. Only 75% of parents and public respondents and 67% of teachers agreed that the highest priority of Alberta's education system is the success of the student. Teachers' agreement level has increased by 9% compared to 2004 result *(see Chart 48).*

RCO OUTCOME E.2:

The learning system is characterized by ongoing school improvement.

Measure E.2.1: *Percentage of teacher, parents and boards indicating that their school and school(s) in their jurisdictions have improved, stayed the same, or become worse in the last three years.*

Overall Results: Overall, 80% of parents, teachers, board members and students reported that their school and school(s) in their jurisdiction have improved or stayed the same in the past three years. The results for this measure are stable since 2004 *(see Chart 49).*

Chart 49
Overall Agreement on the Improvement of Schools

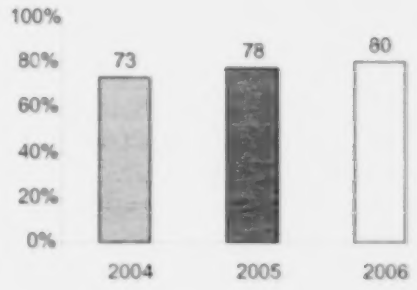
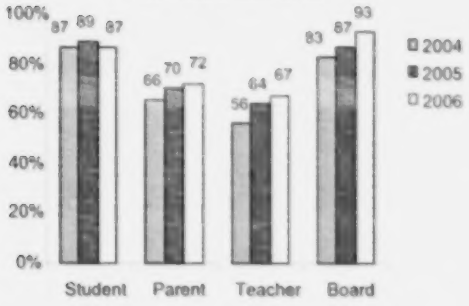


Chart 50
Agreement on Improvement of School and Schools in the Jurisdiction – By Respondent Group



Very high proportions of students (87%) and board members (93%) agreed that their school and school(s) in their jurisdictions have improved or stayed the same in the last three years. However, relatively fewer parents (72%) and teachers (67%) thought that their school had improved or stayed the same. A comparison of the results indicates that teachers' and board members' perceptions appear to have changed somewhat from the 2004 survey period *(see Chart 50).*

Measure E.2.2: *Percentage of teachers, parents and boards indicating that the Alberta learning system has improved, stayed the same, or become worse in the last three years.*

Overall Results: Overall, 72% of parents, teachers and board members reported that Alberta's education system has improved or stayed the same in the past three years. The results for this measure were stable since 2005 (see *Chart 51*).

Chart 51
Agreement on the Improvement of the K-12 System

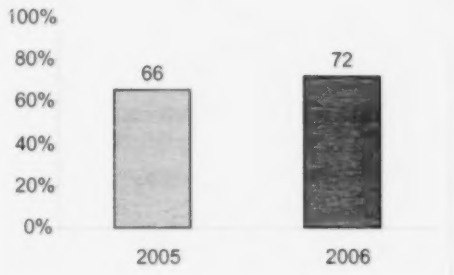
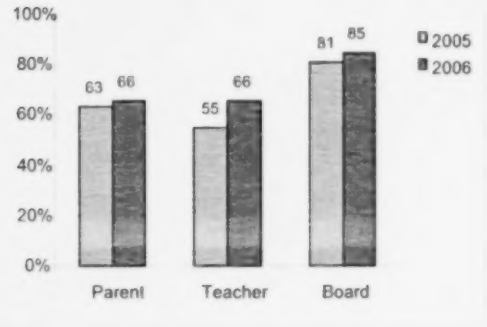


Chart 52
Agreement on the Improvement of the K-12 System – By Respondent Group



A large majority of board members (85%) reported that quality of the Alberta K to 12 system has improved or stayed the same in the past three years. However, relatively fewer (66%) parents and teachers agreed that the quality of the Alberta K to 12 system has improved or stayed the same in the past three years. A comparison of the results indicates that teachers' perception appear to have changed somewhat since the previous survey period *(see Chart 52).*

RCO OUTCOME E.3:

Consultation, research and commitment to principles guide policy decisions in the learning system.

Measure E.3: *The percentage of teacher, parent, public, student and board agreement that the learning system is committed to consultation, research and principles of the School Act.*

Overall Results: Overall, 64% of parents, teachers, board members and the public agreed that the learning system is committed to consultation, research, and the principles of the School Act. Respondents' overall agreement level was similar to that of the previous surveys *(see Chart 53).*

Chart 53
Overall Agreement that the Learning System is Committed to Consultation, Research and the Principles of the *School Act*

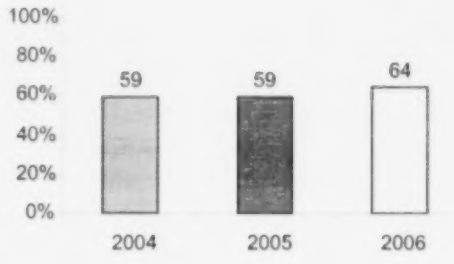
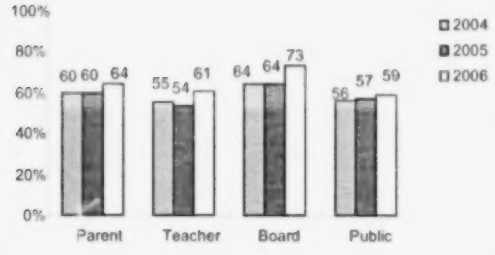


Chart 54
Agreement that the Learning System is Committed to Consultation, Research and the Principles of the *School Act* – By Respondent Group



In general, 59% to 73% of parents, teachers, board members and the public agreed that the education system is committed to consultation, research and the principles of the *School Act*. A comparison of the results indicates that board members' perception has increased by 9% from previous surveys *(see Chart 54).*

RCO OUTCOME E.4:

Student learning is supported by evaluation practices that provide information about important outcomes.

Measure E.4: *The percentage of teacher, parent, student, stakeholder and board agreement that Alberta Education, school jurisdictions and schools use the results of student, teacher, program, school and school system evaluation to improve student learning.*

Overall Results: Overall, 88% of parents, teachers and board members agreed that the Alberta Education/school jurisdictions/schools use ongoing evaluation to improve student learning. The overall agreement level is similar to previous surveys *(see Chart 55).*

Chart 55
Overall Agreement that Alberta Education, School Jurisdictions, and Schools Use On-going Evaluation to Improve Student Learning

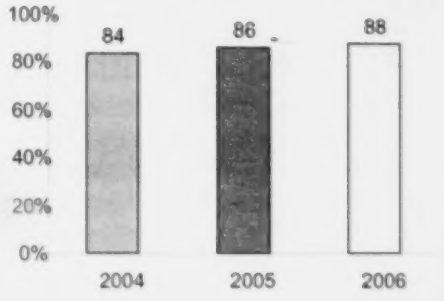
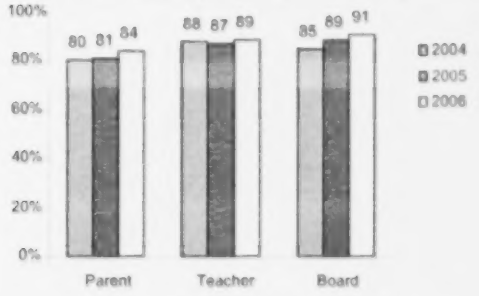


Chart 56
Agreement that Alberta Education, School Jurisdictions, and Schools Use On-going Evaluation to Improve Student Learning– By Respondent Group



In general, a strong majority (over 80%) of respondents agreed that Alberta Education/school jurisdictions/schools use ongoing evaluation to improve student learning. Respondents' agreement levels have been stable since the 2004 survey period *(see Chart 56).*

RCO OUTCOME E.7:

All elements of the learning system are highly accountable and communicate effectively with the public.

Measure E.7: *Percentage of teacher, parent, public and board satisfaction that the learning system (government, jurisdictions, schools) is highly accountable and communicates effectively with the public.*

Overall Results: Overall, 62% of parents, teachers, board members and the public were satisfied that the learning system is highly accountable and communicates effectively with the public. The overall satisfaction level is similar to previous surveys *(see Chart 57).*

Chart 57
Overall Satisfaction that Learning System is Highly Accountable and Communicates Effectively with the Public

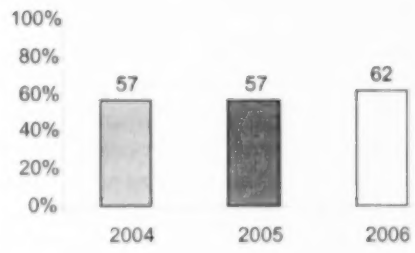
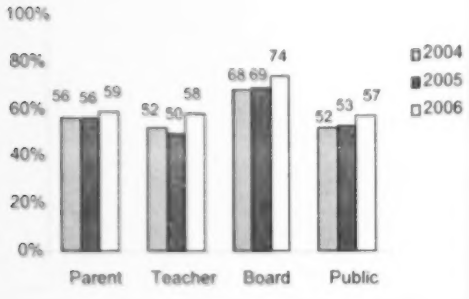


Chart 58
Overall Satisfaction that Learning System is Highly Accountable and Communicates Effectively with the Public – By Respondent Group



In general, 74% of board members were satisfied that the learning system is highly accountable and communicates effectively with the public. However, relatively fewer (57% to 59%) parent, teachers and public respondents were satisfied that the learning system is highly accountable and communicates effectively with the public. Teachers' satisfaction level has increased by 8% from 2005 survey period *(see Chart 58).*

RCO OUTCOME E.9:

Effective and facilitative leadership supports teaching and learning.

Measure E.9: *Percentage of parent, public, student, staff and board satisfaction that the leadership at the school, school board and provincial level effectively supports and facilitates teaching and learning.*

Overall Results: Overall, 73% of parents, teachers and board members were satisfied that the leadership at the school, school board and provincial levels effectively supports and facilitates teaching and learning. There has been a decrease in the respondents' level of satisfaction with respect to leadership since 2004. The scope of the measure was changed since 2005 to include board members and questions about leadership at the provincial level and jurisdictional level, and this may have had an impact on the results *(see Chart 59)*.

Chart 59
Overall Satisfaction that the Leadership at the School, School Board and Provincial Levels Effectively Supports and Facilitates Teaching and Learning

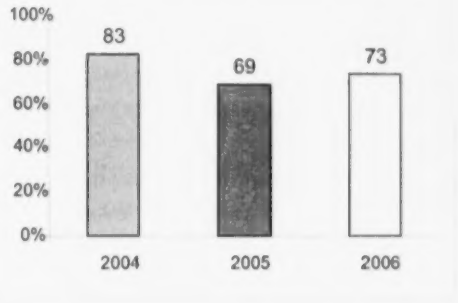
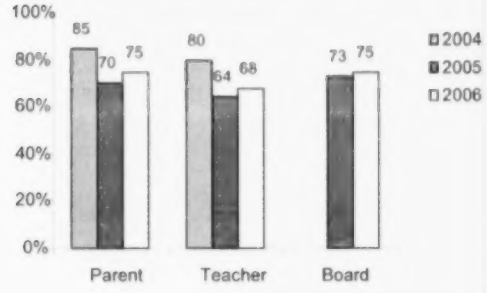


Chart 60
Satisfaction that the Leadership at the School, School Board and Provincial Level Effectively Supports and Facilitates Teaching and Learning – By Respondent Group



In general, 75% of parents and board members were satisfied that the leadership at school, jurisdiction and province supports and facilitates teaching and learning. Relatively fewer (68%) teachers were satisfied that the leadership at school, jurisdiction and province supports and facilitates teaching and learning. There was a decrease in the parents' and teachers' satisfaction level with leadership compared to 2004 survey possibly due to the change in the scope of measure and inclusion of new questions about leadership at the provincial level and jurisdictional level *(see Chart 60)*. These results should be interpreted with caution.

Facilities

RCO OUTCOME F.1.1:

Facilities meet the learning needs of students and the program delivery needs of staff.

Measure F1.1: *Percentage of parent, student, staff and board satisfaction that the facility, space and equipment meet the learning needs of students.*

Overall Results: Overall, 69% of students, parents, teachers and board members were satisfied that school facilities, space and equipment meet the learning needs of students. Results were similar to previous survey *(see Chart 61).*

Chart 61
Overall Satisfaction that School Facilities, Space and Equipment Meet the Learning Needs of Students

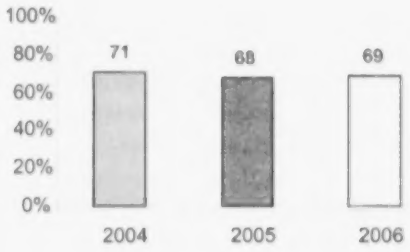
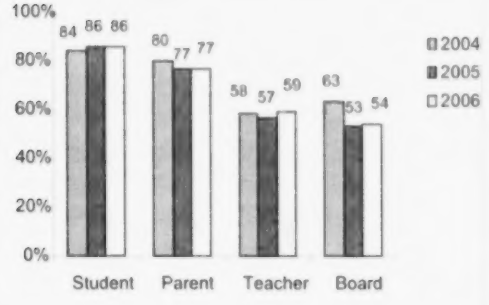


Chart 62
Satisfaction that School Facilities, Space and Equipment Meet the Learning Needs of Students
– by Respondent Group



In general, 86% of students were satisfied that school facilities, space and equipment meet the learning needs of students. However, fewer (54% to 77%) parents, teachers and board members were satisfied that these aspects of student learning needs are being met. Board members' satisfaction that the facility, space and equipment meet the learning needs of students has declined (9% to 10%) since 2004 *(see Chart 62).*

Measure F1.2: *Percentage of parent, student, staff and board satisfaction that the facility, space and equipment meet the program delivery needs of staff.*

Overall Results: Overall, 57% of teachers and board members were satisfied that school facilities, space and equipment meet the program delivery needs of staff. Overall satisfaction for this measure is similar to previous surveys *(see Chart 63).*

Chart 63
Overall Satisfaction that Facilities, Space and Equipment Meet the Program Delivery Needs of Staff

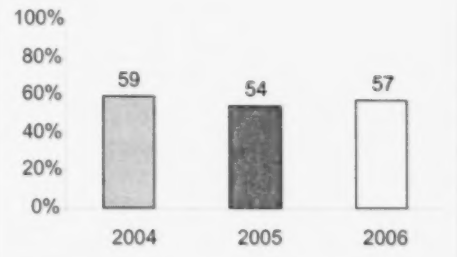
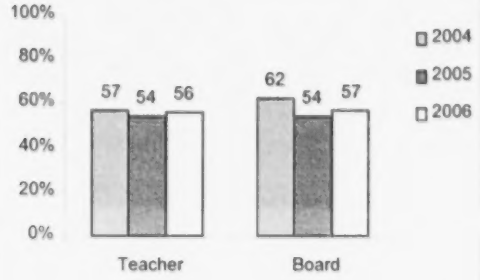


Chart 64
Satisfaction that Facilities, Space and Equipment Meet the Program Delivery Needs of Staff – By Respondent Group



In general, over 55% of teachers and board members were satisfied that facilities, space and equipment meet the program delivery needs of staff. Teacher and board members' satisfaction for this measure is similar to previous surveys *(see Chart 64).*

RCO OUTCOME F.2:

Facilities meet the physical needs of students, staff and the community.

Measure F2.2: *Percentage of students, staff and community satisfaction that facilities meet the physical needs of students, staff and the community.*

Overall Results: Overall, 85% of students, parents, teachers and the public were satisfied that school facilities meet the physical needs of students, staff and the community. The overall satisfaction level for this measure is similar to previous surveys *(see Chart 65)*.

Chart 65
Overall Satisfaction that Facilities Meet the Physical Needs of Students, Staff and the Community

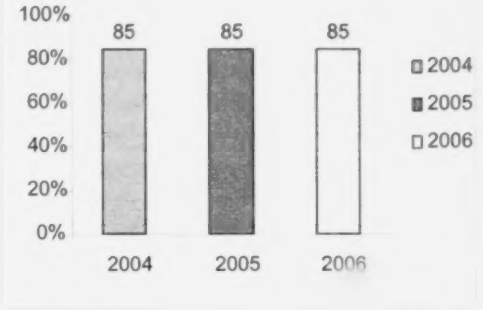
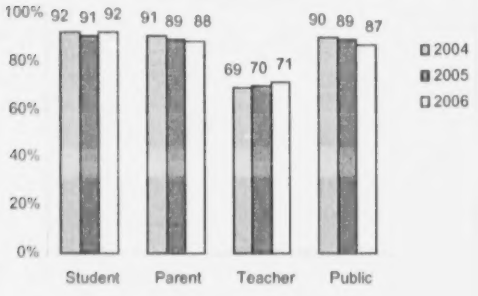


Chart 66
Satisfaction that Facilities Meet the Physical Needs of Students, Staff and the Community – By Respondent Group



A large majority of students (92%), parents (88%) and the public (87%) were satisfied that school facilities meet their physical needs of students, staff, and the community. However, relatively fewer (71%) teachers were satisfied that facilities meet their physical needs. Satisfaction levels for this measure are consistent with previous survey results *(see Chart 66)*.

Appendix

Sample Sizes and Confidence Intervals in the Satisfaction with Education in Alberta Surveys

Alberta Education annually commissions telephone satisfaction surveys of random samples of the Alberta public, teachers, board members, senior high school students and parents of ECS – Grade 12 students. The purpose of these surveys is to obtain perceptions of how the Education system is performing in meeting learners' and society's needs and expectations. Professional survey research firms are contracted to conduct the surveys for Alberta Education, using trained interviewers and the Computer-Assisted Telephone Interviewing (CATI) system. Survey results are compiled by the survey research firms and provided to Alberta Education.

The following table provides sampling information about the Satisfaction with the Education in Alberta surveys (public, teachers, board members, senior high school students and parents of ECG – Grade 12 students) conducted by Alberta Education. The information includes the respondent groups surveyed, corresponding sample sizes and the confidence intervals for results from each survey. Results are considered accurate within the confidence interval 19 times out of 20 (i.e., at a confidence level of 95%). Sampling variation can account for observed differences in results from year to year.

Survey	Sample/Confidence Interval	2004	2005	2006
Public	Sample	2,000	3,000	3,000
	Confidence interval	±2.2%	±1.8%	±1.8%
Parents of ECS to Grade 12 students	Sample	800	800	800
	Confidence interval	±3.5%	±3.5%	±3.5%
Senior high school students	Sample	800	800	800
	Confidence interval	±3.5%	±3.5%	±3.5%
Teachers	Sample	800	806	800
	Confidence Interval	±3.5%	±3.5%	±3.5%
School board members	Sample	487 out of a population of 643	350 out of a population of 560 (excluding superintendents)	350 out of a population of 561 (excluding superintendents)
	Confidence Interval	±2.2%	±3.2%	±3.2%

Unless otherwise noted, the survey instruments for these satisfaction surveys use four-point response scales ("Very Satisfied/Satisfied/Dissatisfied/Very Dissatisfied" or "Strongly Agree/Agree/Disagree/Strongly Disagree"), depending on the question. Although not asked, "Don't Know" responses and refusals are recorded as well. Results presented are the combined percentages of respondents who were "very satisfied/satisfied" or who "strongly agreed/agreed". The survey results are available online at: http://www.Education.gov.ab.ca/pubstats/research.asp.